

## Implementation of school well-being in elementary school students

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Received 12 February 2025 Accepted 21 May 2025 Published 22 May 2025

### ABSTRACT

This study aimed to describes the implementation of school well-being for students at a public elementary school in West Sumatra, Indonesia. A qualitative descriptive approach was employed, with purposive sampling used to select participants based on three criteria: 1) they were classroom teachers, 2) had at least two years of experience working in primary education, and 3) were currently active in teaching. The sample comprised a typical case of two participants who had been teaching at the school for over six years and remained actively engaged in instructional activities. Data was collected via structured interviews and analyzed thematically. The findings revealed concerted efforts by the school to foster student well-being across the four dimensions of having, loving, being, and health. Specific initiatives included providing adequate facilities, promoting participatory learning, addressing student concerns transparently, offering constructive feedback, ensuring access to health resources, nurturing students' potential, and cultivating a positive relational environment. However, the study identified gaps in addressing mental health needs, particularly in resolving psychological challenges. We recommend strengthening partnerships with mental health practitioners to design targeted interventions, ensuring comprehensive school well-being programs that holistically support students' psychological and emotional needs.

**Keywords:** school, school well-being, students, teachers

### ABSTRAK

*Penelitian ini bertujuan untuk mendeskripsikan implementasi school well-being pada siswa di sebuah sekolah dasar negeri di Sumatera Barat, Indonesia. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Teknik pengambilan sampel yang digunakan adalah purposive sampling dengan kriteria 1) guru kelas, 2) berpengalaman bekerja di sekolah dasar tersebut minimal 2 tahun, dan 3) masih aktif dalam kegiatan belajar mengajar di sekolah. Sampel yang diterapkan adalah typical case sample, di mana subjek penelitian adalah dua orang partisipan, yang secara spesifik masih aktif sebagai guru dan telah bekerja di sekolah dasar tersebut selama lebih dari enam tahun. Data dikumpulkan melalui wawancara terstruktur, kemudian dideskripsikan dan diidentifikasi melalui tema-tema dalam penelitian. Hasil penelitian menunjukkan bahwa sudah ada upaya dalam mengimplementasikan school well-being pada siswa di sekolah melalui penerapan school well-being pada dimensi having, loving, being, dan health. Sekolah telah berusaha memenuhi school well-being pada siswa melalui penyediaan fasilitas, pembelajaran yang partisipatif, keterbukaan dalam menyelesaikan masalah siswa, pemberian umpan balik dalam proses pembelajaran, adanya fasilitas kesehatan, pemenuhan potensi siswa, dan membangun iklim hubungan yang baik di sekolah. Kami merekomendasikan upaya pemenuhan kebutuhan kesehatan mental bagi siswa, terutama dalam menyelesaikan masalah psikologis, dengan mengupayakan kerja sama dengan para praktisi yang ahli dalam bidang yang berkaitan dengan pemenuhan school well-being pada siswa.*

**Kata kunci:** guru, school well-being, siswa, sekolah

## INTRODUCTION

School well-being or well-being at school is an important aspect in child development, especially at the elementary school level. School well-being in students is very important and needs to be considered, such as students' feelings in assessing the suitability of schools in the teaching and learning process that can provide support, a sense of security, and comfort (Rasyid, 2020). Konu and Rimpelä (2002) define school well-being as students' subjective assessments of schools related to the fulfillment of students' basic needs. The four dimensions of school well-being according to Konu and Rimpelä (2002) are (1) having (school conditions), (2) loving (social relationships), (3) being (needs to support oneself), and (4) health (health status). Children in elementary school are in a critical period of character formation, social values, and mental and emotional health. Strong social and emotional well-being during elementary school is associated with better health and educational outcomes (Blair et al., 2024). A school environment that supports student well-being can play an important role in improving academic achievement, building healthy social relationships, and reducing the risk of psychological problems such as stress and anxiety. Well-being encompasses physical, emotional, and social dimensions, which are essential for students' overall health (Banggawan et al., 2024). Students with higher well-being categories tend to achieve better academically, indicating a strong relationship between well-being and students' academic success (Österholm et al., 2023). Students' school well-being is interconnected with the well-being of school staff, which is related to a supportive school environment (Strukova & Polivanova, 2023). A comprehensive view of school well-being considers not only academic success, but also personal development and the overall school climate (Noroz, 2023; Strukova & Polivanova, 2023). Therefore, school well-being is one of the main focuses in efforts to create an educational environment that supports the development of elementary school students.

Although the importance of school well-being has been recognized, there are still many elementary schools in Indonesia that have not fully integrated this concept into the education system. Some schools still have difficulty in providing an environment that truly supports student well-being, both physically, socially, and emotionally. This is also shown by data from the Badan Pusat Statistik (2017) which shows the low level of student school well-being with the condition of school facilities and infrastructure throughout Indonesia in 2017 reaching a percentage of damage of more than 50% (Badan Pusat Statistik, 2017). Rasyid's research (2020) also states that some schools in their implementation do not understand the concept of school well-being holistically and systematically.

The quality of relationships in the school environment significantly affects students' school well-being (Rohayati et al., 2023; Strukova & Polivanova, 2023). This problem can be caused by various factors, such as a lack of understanding of the concept of school well-being (Rasyid, 2020), limited resources, and a lack of effective tools and methods to measure and improve students' well-being in schools. Meanwhile, educators' understanding of students' well-being can be formed by the experiences and relationships between teachers and students that emphasize a holistic approach to teaching (Butler, 2017). An elementary school in a state school in West Sumatra, Indonesia also experienced similar problems. Many students in elementary school showed signs of a lack of well-being, such as low motivation to learn, lack of involvement in school activities, and bullying and social conflict among students. This shows an urgent need to further research the application of school well-being to students in that elementary school, so that the analyzes of implementation of school well-being is needed to improve students' school well-being in schools and areas for improvement can be found. As Noroz (2023) explains, although the concept of school well-being is starting to attract attention, this concept is still complex and often inconsistent in various contexts, thus requiring further research to clarify its dimensions and implications for educational practices.

The formulation of the problem raised in this study is to analyze the implementation of school well-being in an elementary school in West Sumatra. The subject school in this study in a state school with most of the students are from lower-middle socioeconomic background. The main objective of this study is to analyze the implementation of school well-being that is in accordance with the context of education in Indonesia, especially at the elementary school level and to provide practical recommendations for the elementary school in an effort to improve student well-being.

Thus, it is hoped that the results of this study can contribute to the development of more effective strategies in supporting the realization of student school well-being in a state school of elementary school in West Sumatra, Indonesia.

## METHOD

This study used a descriptive method with a qualitative approach. The use of qualitative descriptive methods to obtain data from existing phenomena in more depth, complete, and meaningful so that the objectives of the study can be achieved. The research questions were built from the four dimensions of school well-being according to Konu and Rimpelä (2002) are (1) having, (2) loving, (3) being, and (4) health. The research questions delivered such as how are the learning facilities available at school; what are the services provided by teachers to students at school; how is the teaching and learning process activities that take place at school; explain in detail in teacher communication and student communication at school; how do teachers solve problems between students at school; what are the forms of health services provided at school. Sampling using purposive sampling with the criteria 1) class teachers, 2) school administrators, 3) experienced working in the elementary school studied for at least 2 years, and 4) still active in teaching and learning activities at school. The sample used is a typical case sample, where the research subjects are specifically teachers and school administrators who are directly involved in student teaching and learning activities at a state school of elementary school in West Sumatra, Indonesia. The number of subjects who were successfully interviewed was two respondents, namely subjects S and A. Subject S is a principal and Subject A is a class teacher at the elementary school. Data collection used structured interviews. Interviews were given to principal and teacher because they are the key actors who have a direct understanding of policy implementation, learning practices, and the daily dynamics of the school. The information they provide is crucial to understanding the implementation context at the education unit level. However, interviews with these parties have the potential to contain bias, especially social desirability bias, which is the tendency to give answers that are considered positive by the interviewer or that meet the expectations of outsiders. To minimize this potential bias, several approaches were used, including ensuring the confidentiality and anonymity of respondents, using neutrally worded and non-judgmental questions, and establishing a comfortable and informal interview atmosphere so that respondents felt safe to share openly. In addition, the data obtained was triangulated with other sources of information such as school documents to ensure the validity and accuracy of the findings in the field.

According to Sugiyono (2021), an interview is a communication carried out by two people to exchange information or an idea by means of questions and answers, so that it can be narrowed down into a conclusion or meaning in a particular topic. The data obtained in this study were then analyzed, described, and strengthened with several theoretical studies that were relevant to the research results based on dimensions of school well-being, which include having, loving, being, and health.

## RESULTS AND DISCUSSION

### Dimension of Having

Having refers to material and non-material aspects. This is shown by the form of the school building or physical environment, the punishments given, and the services available at the school (Wahidah & Royanto, 2019).

#### *Facilities Fulfillment*

Subjects S and A explained that there are book facilities provided by the school and given to each student as much as one book for one student. The implementation of learning includes pre-opening activities, preparing the room, learning tools, and preparation of the media used, as well as the use of learning resources or learning media. In the elementary school studied, classroom facilities are equipped with library facilities, halls, health facilities for students, and toilets that are arranged quite well and neatly. However, Subject A said that the toilet facilities are still not clean.

The above findings indicate that classroom facilities for students in the elementary school studied have been quite good, equipped with adequate facilities and infrastructure. This shows that the student learning environment has been adjusted to the needs of students, as in the study by Hughes et al. (2019) stated that an effective learning environment, which is adjusted to the needs of students, encourages well-being and academic success. Good facilities will contribute to a positive school ethos, which is very important for fostering a conducive learning environment (Hopland & Nyhus, 2015). However, toilet facilities that are still not well maintained certainly have the potential to cause discomfort for students in fulfilling their basic needs at school, plus the school does not yet have a school canteen. So, it seems that the quality and quantity of facilities and infrastructure in the elementary school still need to be improved. This is because the school environment is an important thing as a support for students to pursue knowledge (Nidianti & Desiningrum, 2015). As in the research of Bali and Holilah (2021) that teachers can strive for a quality learning process by conditioning a comfortable and interesting learning environment for students, one of which is through facilities and infrastructure that are used optimally, and inhibiting and hindering factors are minimized as well as possible. Meanwhile, poor school facilities can hinder the effectiveness of education, which causes gaps in experiences between school students across regions (Frazier, 1993).

### *Teacher Services in Schools*

Subject S explained that teachers as role models at school try to speak politely and behave politely to students to create a harmonious atmosphere in all aspects of school activities and become examples in the experience of religious teachings. This finding shows that teachers are aware of their role as role models at school, so that in providing services, teachers also try to speak politely and behave politely to students. As in the research of Santoso and Yuzarion (2021), it is stated that teachers are role models for students in addition to their function in teaching and education. In this case, a supportive school culture will foster positive relationships and involvement with students can play a role in improving school well-being (Noble & McGrath, 2016).

Subject A explained that the teacher also spoke clearly and clearly so that it was easy for students to understand. The efforts made by the teacher so that the subject matter can be understood by the students well, usually the teacher will raise his voice and intonation so that it can be heard by the students up to the back desk. This is realized, if the teacher's voice is only low, then the teacher's voice in delivering the subject matter will only be heard up to the front desk, so the children behind will not understand what the teacher is saying. Effective interpersonal communication behaviors, such as caring, clarity, and good relationships, are very important to create a supportive learning environment (Xie & Derakhshan, 2021). This is so that teachers with strong communication skills encourage better student well-being. This is proven by a study that found that effective communication from teachers is positively correlated with well-being in students (Barida & Muarifah, 2018).

Both subjects explained that there was a lesson plan made by the teacher and it was always adjusted to the students' learning abilities so as not to make it difficult for students to learn, and so that students could more easily grasp the learning material. This shows that teachers try to create a learning experience that is easy for students so that it can bring positive and enjoyable things to elementary school students. Hammond's findings (2004) link positive learning experiences to increased self-esteem and problem-solving skills, which strengthens the relationship between effective learning and mental health.

Subjects S and A said that before learning begins, the teacher will explain the learning syllabus first, where this syllabus is the main points of the subject matter to be achieved and a description of the material that needs to be learned by students in learning. This syllabus is usually explained by subject teachers at the beginning of each semester to students about the subject matter that will be studied in the next semester. In addition, the systematic learning process has been well planned according to the curriculum and standard standards set by the school. Baik et al. (2017) provide guidance on how curriculum design can support mental health and suggest that pedagogical approaches should be in line with students' psychological needs.



Subject A explained that at the end of the lesson session, teachers usually reflect or make a summary by involving students, then follow up by providing direction or activities or assignments as part of remedial and enrichment. Teachers do not provide challenging assignments for elementary school students. Effective teachers reflect and continuously adapt their instructional strategies, as shown in a study of two teachers who modified their approaches based on classroom observations and student feedback ([Parsons & Vaughn, 2013](#)).

### *Learning Environment*

Subject A explained that teachers at school always try to create order, discipline, and comfort in organizing the learning process. Subject S also explained that teachers, as figures who are the center of attention for students, always try to dress politely, cleanly, and neatly so that they can be an example for students and a culture of appearance at school. Teachers will start and end the learning process according to the scheduled time, in this case the teacher tries to be professional by being on time, fulfilling the syllabus that has been delivered at the beginning of the semester well, and always trying to invite students to learn optimally and enjoyably, and trying to provide explanations and understanding to students on each subject matter given. This finding shows that the activities carried out by students at school always follow the regulations that have been determined by the school. This is realized because teachers are parents of students at school so that teachers try to follow school rules in the learning process and the rules followed by students are in line with the information provided by the teacher. A supportive environment, which is characterized by clear rules and an understanding of student needs can encourage well-being in students ([Nagizade, 2024](#)). The educational environment significantly influences students' well-being, in this case creating a balanced atmosphere can help reduce anxiety and encourage positive engagement in students ([Eades, 2018](#)).

### **Dimension of Loving**

Loving refers to the need to relate to others and form a social identity. This can be shown for example in the school climate, teacher-student relationships, peer relationships, and school-parent relationships ([Konu & Rimpelä, 2002](#)).

### *Effective Communication*

Subject A said that teachers and students use regional languages to communicate outside of school hours, while in the context of learning, teachers always use good and correct Indonesian language. This shows that there is a school climate that supports the creation of good communication between the school and other parties, be it students, teachers, guardians and the surrounding environment. Effective communication fosters understanding and healthy relationships in the educational environment, which is very important for student well-being ([Tatar, 2024](#)). In addition, the existence of slang and official language used by teachers in communicating with students shows that teachers are trying to build positive, strong and pleasant relationships between teachers and students. Positive teacher-student relationships improve emotional well-being and academic adaptability in students ([Li, 2024](#)). Furthermore, Zhang's research ([2024](#)) also explains that teacher and student involvement mediate the relationship between academic self-concept and student psychological well-being, in this case highlighting the important role of such involvement in supporting students' mental health.

### *Handling of Student Complaints*

Subject A also explained that there was freedom for students to convey their complaints and opinions to teachers either directly in class or by asking for time to express them in the office. This is because the ability of students to voice their opinions is very important to foster a safe and supportive learning environment, which is very important for student well-being ([Gunner, 1987](#)). Integrating student perspectives into educational practices increases their sense of belonging and engagement which contributes to improved mental health outcomes ([Butler, 2017](#)). The teachers' narratives revealed that their understanding of student well-being was influenced by personal

experiences and professional identities, leading to a more nuanced approach in their interactions with students (Butler, 2017).

### *Teachers and Parents Communication*

Subject S said that teachers also provide regular reports to parents or guardians of students, so that every student's development at school can be known and monitored directly by parents from the reports of their teachers. This shows a good school climate so that a harmonious relationship is created between the school and the home, so that it can have a positive impact on student well-being (Rasyid, 2020).

### *Teacher and Student Relationship*

Subject A said that students can demonstrate good relationships when students meet other students or teachers outside the school environment, as evidenced by greeting and shaking hands when meeting outside the school environment. Konu and Rimpelä (2002) stated that school well-being is influenced by the surrounding environment, family and community where students are. The surrounding environment, namely peer relationships, determines students' behavior at school. The quality of social interactions, including peer relationships and teacher support, is very important for fulfilling school well-being in students so that it will lead to better academic results (Schwerter et al., 2024). This is indicated by the relationship between students and other students in elementary school which also illustrates the loving dimension of school well-being.

### **Dimension of Being**

Being refers to the need for students' social growth. This is shown by how schools provide opportunities for students to get well-being or self-fulfillment (Wahidah & Royanto, 2019).

### *Student Involvement in Problem Solving*

Both subjects said that teachers provide space for students to resolve disputes with other students, so that students can resolve their problems independently and if they cannot be resolved then the teacher helps. The implementation of school well-being in the being aspect can be seen from the way students resolve disputes with other students. Teachers provide space for students to resolve their problems independently and if they cannot be resolved then the teacher helps. Teachers also strive for active learning for students so that the learning atmosphere in the classroom can encourage students to be proactive and concentrate on learning and not cause boredom in learning. Student participation in the decision-making process is positively correlated with well-being, because it fosters recognition and respect among peers (Anderson et al., 2022). Schools that implement participatory initiatives create conditions that improve students' emotional health and overall school experience (Anderson et al., 2022).

We recommend that in solving problems, schools can also provide emotional management skills training to elementary school students, so that students know useful ways to deal with their own emotions that may arise while at school. Implementing emotional skills training and creating a supportive school climate can significantly improve student resilience and well-being (Firth et al., 2008).

### *Active Student Participation in Learning*

Both subjects stated that the implementation of learning was attempted to create an interactive, fun, and inspiring atmosphere, and motivate students to actively participate in learning. A participatory design approach can create a space that encourages involvement and comfort for students (Hughes et al., 2019). In the learning process, teachers can deliver learning interactively, inspiringly, fun, motivating, and provide space for the development of creativity, independence, and psychology for students. Students are encouraged to participate actively with teachers giving students the opportunity to express their opinions, while encouraging other students to listen carefully. As research by Anderson et al. (2022), underlines that a creative and supportive classroom environment encourages students to express themselves, leading to increased self-esteem and

resilience. Research by Muali et al. (2023) also explains that the formation of independently managed classes helps develop student motivation and learning outcomes.

### *Cultivating Student Motivation*

Subjects S and A explained that teachers reward students who follow the learning process well by giving applause, praise, and certain gifts. Fulfilling basic psychological needs is essential to encourage self-regulation and motivation, which in turn supports well-being (Thuneberg, 2007). Teachers provide positive feedback to students to provide learning motivation to students. Positive emotional experiences in the classroom are correlated with increased motivation and engagement, which are essential for academic success (Williams et al., 2013). Meanwhile, sanctions for students who violate the rules are by gently reprimanding them and providing motivation to be more enthusiastic about developing. Konu and Rimpelä (2002) explained that in fulfilling the being aspect in students, including providing effective assessments to students and fulfilling students' self-esteem well. In this case, it is important to realize that not all students experience uniform motivation and well-being, some may struggle with non-adaptive or maladaptive motivational strategies, so that tailored interventions are needed (Henning et al., 2014).

Subject A explained that teachers also provide reinforcement and feedback to students on assignments given by teachers to students and on students' learning responses at school so that they can find out the results during learning activities and provide motivation to students in learning, so that students can find out the strengths and weaknesses in the learning process and in mastering the learning material that has been given by the teacher at school. As in the research of Martanti et al. (2023) that teachers play an important role in fostering a supportive learning environment, where creative teaching methods and effective school management significantly contribute to students' emotional and social well-being. This shows that there are efforts to fulfill school well-being in students in the learning process at school because the implementation of learning that pays attention to, among other things, the strengths of students to encourage student well-being at school. Research shows that education that focuses on students' strengths will encourage positive psychological outcomes, increase resilience and optimism, especially during stressful times such as exams (Dolev-Amit et al., 2021).

Subject A said that the teacher tried to arrange student seating by moving seats once a week once a month, so that students do not easily feel bored in class and increase students' concentration and enthusiasm for learning, as well as train students' socialization. This is in line with Falout's research (2014) which found that the social dynamics and classroom environment of circular seating can foster a sense of belonging and improve interpersonal dynamics, which have a positive impact on students' emotional well-being and learning outcomes. This shows that teachers with their creativity try to foster students' learning motivation in elementary schools. Teacher creativity is related to increased motivation among students, which is very important for their emotional and social development (Pavlenok & Bondarchuk, 2024). Creative learning methods allow teachers to customize learning experiences to meet the diverse needs of students, increasing engagement and emotional security (Martanti et al., 2023).

### *Fulfillment of Students' Potential*

Both subjects explained that there were self-development activities for students in the form of extracurricular activities such as sports, scouts, and religion. This aims to provide sufficient space for creativity and independence according to the talents, interests, and physical and psychological development of students. Extracurricular activities in elementary schools are very important for exploring students' interests, allowing them to discover their potential and set focused life goals (Iskandar et al., 2024). Subject A also explained that there were equal opportunities for all students to become part of the school community and that there were opportunities for students to develop knowledge and skills based on students' interests. Self-development activities for students in the form of extracurricular activities and provide sufficient space for creativity and independence according to the talents, interests, and physical and psychological development of students. Based on this, schools can direct their education, teaching, and learning so that they can meet the basic

needs of students to develop students' personalities and talents, students' physical and mental abilities, and optimize their potential (Konu & Rimpelä, 2002).

The description above shows that the school has tried to realize school well-being, especially in the aspect of being in students in the learning process, where this aims to create a conducive learning environment and achieve the learning objectives themselves. The concept of school well-being can be used by schools to understand what things can make students happy to receive lessons and feel prosperous while at school (Nidianti & Desiningrum, 2015).

### **Dimension of Health**

Health refers to the absence of sources of disease in schools and the absence of sick students. This is indicated by good mental and physical conditions, as well as an appreciation of a healthy state (Konu & Rimpelä, 2002).

#### *Fulfillment of Physical Health*

Subject S explained the availability of a school health unit room which has supporting tools to detect the health conditions of school residents early, and mainstream medicines prepared if school residents get sick. In addition, there is a place to wash hands in each class to maintain cleanliness. Subject A said that there has been no cooperation with related agencies as psychology experts in efforts to maintain students' mental health. In implementing the health dimension, schools have paid sufficient attention to the health conditions of their students. Building a culture of health is very important, because it can improve physical and emotional health among students (Kostova, 2023).

We recommend that there be sports activities in schools and the provision of nutritious food for elementary school students to further maintain student well-being, especially in terms of physical health. Creating a healthy school environment, including opportunities for physical activity and nutritious food choices, is essential to improving well-being (Emanova et al., 2020).

#### *Mental Health Fulfillment*

The elementary schools studied in this case have been quite good at paying attention to the physical health of their students, but there has not been a program implemented by the school to provide students with an understanding of a healthy lifestyle by paying attention to diet and other lifestyles. In addition, schools have not yet paid attention to the mental health of their students because there is no collaboration with psychology practitioners as institutions that can be used as partners to detect and treat the health conditions of students and other academic communities. A whole-school approach that integrates mental health promotion into the curriculum and school culture is very important to improve student well-being (Weare, 2017). Programs aimed at improving mental health, such as the implementation of mental health and well-being coordination have shown promising results in increasing teacher confidence and student learning outcomes (Darling-Hammond et al., 2024). Therefore, it is hoped that the elementary schools studied can pay more attention to things that can realize health aspects to realize school well-being. This is because the main goal of school well-being is not only to fulfill student well-being, but also to fulfill students' achievements, potential, and physical and mental abilities (Konu & Rimpelä, 2002).

### **General Discussion**

Based on the findings above, it can be concluded that the implementation of school well-being in the studied elementary school has been carried out across three main dimensions: having, loving, and being. The *having* dimension includes the provision of physical facilities and school services. The school has provided learning resources such as books, a library, classrooms, as well as health and hygiene facilities. However, some deficiencies remain, particularly in toilet cleanliness and the absence of a school canteen. Teachers serve as learning facilitators by designing lesson plans tailored to students' abilities, fostering effective communication, and attending to both the academic and emotional needs of the students. The *loving* dimension is reflected in the warm and supportive relationships between teachers and students, among peers, and between the school and parents. Effective communication, students' freedom to express concerns, and teacher involvement in building positive relationships serve as essential foundations for fostering an emotionally healthy



school climate. These harmonious relationships have been shown to support students' psychological well-being and enhance their engagement in learning activities. The *being* dimension is evident in the school's efforts to promote students' social and psychological development. Teachers provide opportunities for students to resolve conflicts, actively participate in learning processes, receive positive reinforcement, and develop their potential through extracurricular activities. The learning process is designed to be interactive and enjoyable, supporting the development of learning motivation, self-esteem, and psychological resilience. Classroom seating arrangements and the use of creative teaching methods demonstrate the teachers' attentiveness to students' comfort and social dynamics in the classroom.

Overall, the school has made significant efforts to create a learning environment that supports students' well-being through adequate facilities, positive social relationships, and active, meaningful learning. However, improvements are still needed in facilities and the maintenance of physical infrastructure to fully support students' comfort.

This study has limitations on the aspect of participants interviewed, which only involves principals and teachers, without involving students as informants. This condition may cause bias, considering that principals and teachers tend to give positive answers or according to expectations of the implementation of the well-being program at school. Students' perspectives as parties who directly experience the impact of the program are not documented, so the information obtained does not fully reflect the real experience at the learner level. To anticipate this potential bias, researchers guaranteed the confidentiality and anonymity of respondents, used exploratory open-ended questions and triangulated data with supporting documents, and built a comfortable and informal interview atmosphere so that respondents felt safe to share openly. Nevertheless, student involvement remains an important element that has not been accommodated in this study. Future research is recommended to involve students as participants, either through individual interviews or focus group discussions, to gain a more thorough understanding of their perceptions and experiences of the implementation of well-being in schools.

## CONCLUSION

This study concludes that efforts to fulfill school well-being in students at the studied elementary schools have been implemented effectively. This is evidenced by the schools' initiatives to address students' well-being through the fulfillment of the having, loving, being, and health dimensions. The schools have provided adequate facilities, created an enjoyable and engaging learning environment, implemented participatory learning processes, offered constructive feedback, ensured the availability of health services, and supported students' personal development through problem-solving activities and extracurricular programs tailored to their interests and talents. In addition, the schools have fostered a comfortable and emotionally supportive climate by promoting warm and harmonious communication among teachers, students, and parents.

Based on the findings, we recommend several strategies to enhance the implementation of school well-being for elementary students. These include improving the quality of school facilities and infrastructure, particularly by maintaining restroom cleanliness to ensure students' comfort in using available amenities; establishing a school canteen to meet students' nutritional needs; providing emotional regulation training to help students manage personal and interpersonal emotional challenges; promoting physical health through regular sports activities and access to nutritious food; and addressing students' mental health needs by collaborating with relevant external agencies to offer comprehensive support.

**Authors' Contribution:** AMS performed conceptualization, formal analysis, writing - original draft, and writing - review and editing. GCM performed methodology, writing - original draft, and writing - review and editing. PAP performed writing - original draft, and writing - review and editing. RK performed writing - review and editing. IS performed writing - review and editing.

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